

schools and colleges, the attendant drill in manners, the ritual of the mores practiced in schools, and the mental dexterity produced by school exercises fit individuals to carry on the struggle for existence better. A literate man can produce wealth better than an illiterate man. Avenues are also opened by school work through which influences may be brought to bear on the reason and conscience which will mold character. Not even the increased production of wealth, much less the improvement of character, are assured results. Our faith in the power of book learning is excessive and unfounded. It is a superstition of the age. The education which forms character and produces faith in sound principles of life comes through personal influence and example. It is borne on the mores. It is taken in from the habits and atmosphere of a school, not from the school text-books. School work opens an opportunity that a thing may be, but the probability that it will be depends on the persons, and it may be *nil* or contrary to what is desired. High attainments in school enhance the power obtained, but the ethical value of it all depends on how it is used. These facts are often misused or exaggerated in modern educational controversies, but their reality cannot be denied. Book learning is addressed to the intellect, not to the feelings, but the feelings are the spring of action.

700. The loss from education. Missionary-made men. Education has always been recognized as a means of individual success and group strength. In barbarism the children are educated by their elders, especially the little boys by the big ones, but the whole mental outfit possessed by the group is transmitted to the chil-

dren, and all the mores pass by this tradition. It is to be noticed, therefore, that in our modern education the sense of the term has been much narrowed, since we mean by it book learning or schooling. Teachers are not wanting who teach manners and mores out of zeal and ambition, and families and churches can be found which duly supplement the work of schools, but the institutions follow no set plan of cooperation, and one or another of them fails in its part. The modern superstition of education contains a great error. It is forgotten that there is always a loss